

Budget Workshop

Preliminary FY2007 School Budget

School Committee Meeting

Tuesday, February 14, 2006

Question 1 – Evaluative/Counseling Services

Costs are projected to increase by 18.3%. Please explain what is driving this significant change. Could you also please provide us with an explanation of what services are provided, differentiating between regular and special education, and whether some of these services could/should be billed to health care providers.

Account	FY04 Actual	FY05 Actual	FY 06 Budget	FY06 YTD*	FY07 Proposed
Physical Therapy			45,320		130,000
Vision Therapy			5,250		5,000
Occupational Therapy			370,800		365,000
Behavioral Consultation			21,000		30,000
Outside Evaluations			6,300		15,000
Medicare Collection			23,100		15,000
Hearing Services			15,750		24,000
Home Training			7,875		15,000
T O T A L	477,491	499,867	495,395	479,973	599,000
Home / Hospital	17,413	34,337	25,000	29,673	30,000
* paid and encumbered through 2/13/06; total expenses estimated at \$560,000					

Question 2 – Health Services

Please explain the reorganization of this function and its impact on the budget. There appears to be an increase of 26.9 % . If this increase is due primarily to a transfer from another functional area, please show the corresponding reduction in that area. Also, how does the Director's salary compare to market rates?

1) Of the \$115,000 increase, \$74,660 is explained by:

a) LPN to RN at South School	\$ 14,000
b) Nursing Director from Nursing Supervisor	\$ 34,180
c) Secretary moved from Supervisors (210)	\$ 14,979
d) LPN to RN at WHMS	\$ 11,501

2) The balance of the increase, \$40,340 (9.7% of the FY06 budget) due to:

- a) actual or pending contract settlements with LPNs and RNs.**
- b) adjustments to maintain ability to recruit and retain staff.**

3) The Nursing Director salary of \$ 72,506 was based on three factors:

- a) Market rate for director with the required education and experience**
- b) Salary level of other positions in the administrators' contract**
- c) Appropriate pay differential in relation to staff supervised**

Question 3 – Special Education

Please describe the major elements of the special education program and compare Andover's profile and spending the state average.

Andover is responsible for implementing state and federal regulations as they provide for disabled students. Therefore, Andover's programs, like those of other communities, have some of the following characteristics:

- 1. Provide a full continuum of services from minimal intervention to intensive full time programs**
- 2. Designed to meet the needs of a broad student population from the mildly learning disabled to the severely multi-handicapped**
- 3. Services begin at the preschool level and extend until students graduate or turn 22 years old**
- 4. Special education staff includes: special education teachers, assistants, speech therapists, occupational and physical therapists, school adjustment counselors, school psychologists, hearing and vision consultants**
- 5. Recent trends continue to show increases in students identified with autism, medical and health related concerns, and serious psychiatric and mental health issues**
- 6. To the extent possible, special education students are included in the general education programs and opportunities in their neighborhood school**
- 7. The goal of special education is to provide students with the skills necessary to function independently in the community**

Question 3 – Special Education

Regulation: The Team shall establish whether a student has a disability(ies) as defined in 603 CMR. 28.02(6), determine the type(s) of disability(ies) and shall ensure that the student's inability to progress is a result of the disability(ies) and not a result of an inability to meet the school discipline code, limited English proficiency, social maladjustment, or lack of instruction in reading or math.

Special education students must require specialized instruction: a substantially modified curriculum (i.e. significant changes to content, methodology and/or assessment) as designed by a certified special education teacher or specialist. The instruction must be “reasonably designed to produce educational benefit”.

Recognized disability categories include the following:

- **Autism**
- **Developmental Delay**
- **Intellectual Impairment**
- **Sensory Impairment- Hearing**
- **Sensory Impairment- Vision**
- **Sensory Impairment- Deaf-Blind**
- **Neurological Impairment**
- **Emotional Impairment**
- **Communication Impairment**
- **Physical Impairment**
- **Health Impairment**
- **Specific Learning Disability**

Question 3 – Special Education

Members of the Team include: the student's parents, the classroom teacher(s), the school administrator, special education teacher(s) and related specialists (speech, OT, PT, etc.).

The determination of a disability cannot be made on the basis of one test result nor on the recommendation of one member of the Team. A broad view of the student's functioning in school must be considered and the Team must be able to reach consensus. The determination of the presence of a disability is a serious decision and must be arrived at after careful deliberation. The decision conveys a powerful message that impacts the course and expectations for that student's educational experience.

Special Education is not:

- For students who struggle academically or need extra help**
- For students who work at a slower pace**
- For students who have intellectual ability in the low average range**
- For students who have a relative weakness in an otherwise solid cognitive profile**
- For teachers who need extra support for a group of students with a broad range of skill levels**
- For parents seeking accommodations for the MCAS or the SAT's**

Question 3 – Special Education

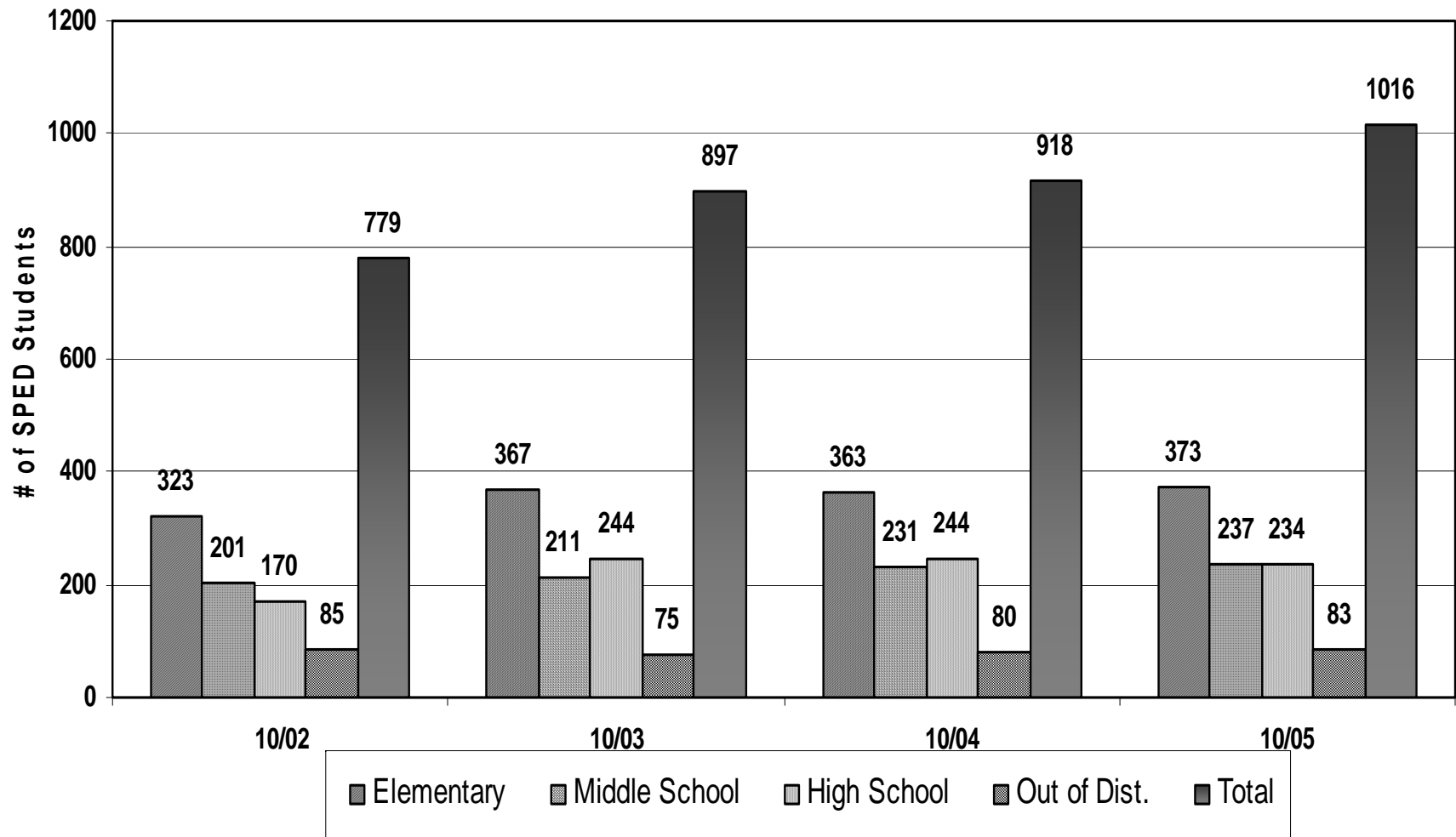
Fiscal Year	Total SPED Enrollment	Total Enrollment	% SPED	MA DOE State Avg.
FY 2006	927	6,063	15.3	(not available)
FY 2005	918	6,007	15.2	15.92
FY 2004	897	6,001	14.9	15.57
FY 2003	779	6,048	12.8	15.15

N.B.-

- **Andover data as per October 1st**
- **MA average as per MA Students with Disabilities Annual Report 2004 -2005**

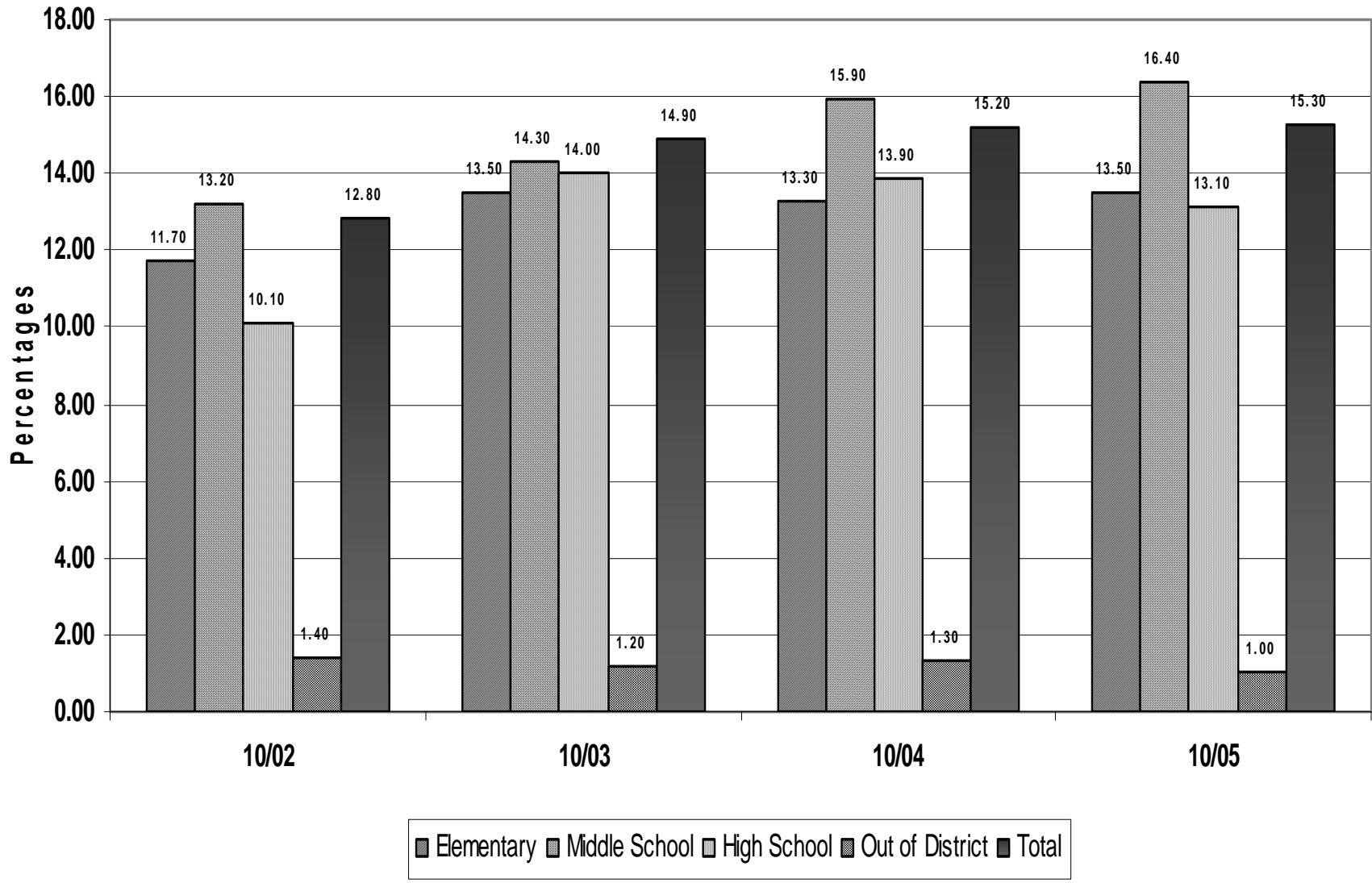
SPECIAL EDUCATION

Enrollment Statistics



SPECIAL EDUCATION

Enrollment Percentages



Question 3 – Special Education

	FY01	FY02	FY03	FY04	FY05
In-District Instruction	5,713,482	6,476,402	7,521,505	8,103,188	8,599,303
Out-of-District Tuition	2,219,598	2,878,313	3,316,804	3,673,306	4,445,537
Combined Special Education Expenditures	7,933,080	9,354,715	10,838,309	11,776,494	13,044,840
Total School Operating Budget (DOE)	52,612,501	55,702,817	61,440,107	61,750,607	64,592,705
Special Education Percentage of Total	15.08%	16.79%	17.64%	19.07%	20.20%
MA DOE State Average	17.20%	17.40%	17.70%	18.70%	

N.B.

- Andover data as per End of Year Report
- MA average as per MA Students with Disabilities Annual Report 2004 - 2005

Question 4 – Custodial Services

Is there another way of providing these services, which preserves their quality, but improves efficiency and cost. Have we recently examined: outsourcing; combining the function with the town custodian function; increasing overtime versus hiring additional custodians; any other means to maintain/improve quality while controlling costs

- 1) Improving Custodian Productivity and Building Cleanliness By:**
 - a) Increasing staff accountability and improving oversight and feedback among the Business Office, Principals and Senior Custodians.**
 - b) Upgrading equipment and communication with the Business Office and Plant and Facilities.**
 - c) Empowering senior custodians as managers (FTEs: 8 Srs. 35.5 Jrs.)**

- 2) Current Model (7 days X \leq 18 hours) Cannot Generate Additional Savings:**
 - a) Staff Levels Already Cut – More reductions will have a severe impact.**
 - b) Outsourcing – Could provide cheaper custodial services but would strongly conflict with the current staffing function.**
 - c) Security & On Duty Staff – Outsourcing would compromise needed staff presence.**

- 3) Combining School And Town Custodial Services:**
 - a) Some efficiency potential**
 - b) Extended and complex process to consolidate**
 - c) Major Issues: collective bargaining, pay scales, and supervision**

Question 4 – Custodial Services (continued)

- **General Fund OT ~ \$1500 per custodian in FY05 to FY07 (est.)**
 - a) **Quick and efficient emergency coverage due to illness, vacation and snowstorms and other absences.**
 - b) **Provides immediately employees familiar with buildings and personnel.**

- **New Pay Rate of \$14.48 per hour For Sub. Custodian**
 - a) **85% of Step One Junior Custodian Pay**
 - b) **Create permanent substitute pool**
 - c) **Generate a source of pre-screened job applicants for full-time positions.**

Question 5 - Impact of Eliminating All Day Kindergarten

What would the impact be on the budget if we eliminated ADK, including both salaries and health care costs?

- 1. Higher Staff Cost** - Due to seniority, more senior staff currently paid from the All Day Kindergarten program would replace less senior staff paid from the general fund. The net effect would result in an ADDED COST to the general fund of approximately **\$50,000 to \$70,000 PER SCHOOL or approximately \$360,000**. (This is based on a detailed analysis of West Elementary and Shawsheen. The other four elementary schools have similar staff profiles.)
- 2. No Reduction in Number of Classes** - An analysis of current student enrollments would not result in any sections of kindergarten being eliminated.
- 3. Additional Transportation Costs** - The mid-day kindergarten transportation would require approximately **1 additional bus per school** for the mid-day routes. This would cost approximately \$70,200 (6 schools x \$65 per day x 180 days).
- 4. Special Education Costs** - A number of special education students are in the all day kindergarten program as part of their IEP and therefore do not pay the tuition. Eliminating the full day program would mean these students would attend two half day sections. These students would have to adjust to two peer groups, one in the morning class and one in the afternoon class. The potential exists that a few students, especially ones with socialization issues, would require to be sent out of district for a full day kindergarten program. This could add approximately **\$20,000 to \$30,000 per student in out-of-district tuition and transportation costs** requiring such services.

Question 5 - Impact of Eliminating All Day Kindergarten

Enrollment FY2006	Current		All Half Day Same # of Sections	All Half Day 1 less # of Sections
	Full Day	Half Day		
Bancroft	39	27	66	66
Classes	2	1	2	1.5
Pupils	19.5	13.5	16.5	22.0
High Plain	35	36	71	71
Classes	2	1	2	1.5
Pupils	17.5	18.0	17.8	23.7
Sanborn	35	18	53	53
Classes	2	0.5	1.5	1
Pupils	17.5	18.0	17.7	26.5
Shawsheen	34	33	67	67
Classes	2	1	2	1.5
Pupils	17.0	16.5	16.8	22.3
South	33	48	81	81
Classes	2	1	2	1.5
Pupils	16.5	24.0	20.3	27.0
West El	40	30	70	70
Classes	2	1	2	1.5
Pupils	20.0	15.0	17.5	23.3
Conclusion:	There would be no reduction in Kindergarten given the current student enrollment #'s.			

Question 5 - Benefits of Full-Day Kindergarten

1. Children learn more in full-day kindergarten programs than they do in half-day programs, according to a study published in the *American Journal of Education*.
 - The results show that, on average, learning gains made in full-day programs translate to about a month of additional schooling over the course of the school year.
 - The study says that the full-day programs benefit all students regardless of economic status, race, or gender.
2. An analysis released by the National Center for Educational Statistics says that full-day kindergarten and rich literacy experiences in the home give children a leg up on reading.
 - The analysis found that children who attended full-day kindergarten had the ability to demonstrate greater reading knowledge and skills than their peers in half-day programs did.
4. According a report entitled The Effect of Kindergarten Program Types and Class Size on Early Academic Performance, produced by [Education Policy Studies Laboratory](#) at Arizona State University, pupils who attended full-day kindergarten programs that year outscored their counterparts in half- day programs on tests of mathematics, reading, and general knowledge.

Question 6 - Cuts in Supply and Equipment Account Budgets

The budget document mentions that supplies and expense budgets have been frozen for several years. Please describe the impact on both students and teachers – what is missing from the classrooms? How have our schools compensated for the lack of supplies?

Since the large budget cuts of three years ago, the operating budgets for the individual schoolhouses are woefully inadequate. As cost for materials and supplies has gone up, actually less is purchased each year.

•Paper- including copy, construction, writing, tablets and pencils, crayons, paint, glue, markers, felt, scissors, folders, clay, etc. are an integral part of the everyday elementary school curriculum and are used in quantities. At this time, some schools have run out of paper and do not have funds to purchase more.

•Elementary teachers create the materials that go into work stations and other activities. As a result, copying, risographing and laminating machines are essential, and are costly to operate and maintain. Laminating film is expensive yet necessary to protect materials, center activities cards for use in literary centers, and for math games and independent work.

Question 6 - Cuts in Supply and Equipment Account Budgets (Continued)

Fundraising has slowed in general, so some items on the previous slide are no longer available.

§ Teachers pay, out of pocket, for special project materials, decorations, food for baking lessons, glue, markers, materials to make presents for parents and holidays

§ Principals pay out of pocket for many items - soil, seeds, special materials needed for productions, and anything that comes up last minute or that is very special.

§ Parents pay for field trips, including busses.

Schools to go without special materials (glitter, feathers, etc. for special art projects) and new materials/resources that should be available. Rugs, chairs, desks, and supplies are also in short supply and/or in need of replacement or repair.

Examples:

Shawsheen: The supply budget for Shawsheen for 05-06 is \$14,583- for ALL supplies and \$3,820 for custodial supplies- including soap, toilet tissue, paper towels, and all cleaning supplies. Preschool special education students are toilet trained, so paper and soap in large quantities are necessities.

South: The supply budget for South is \$49,461 for scholar supplies for 551 students, and \$5,234 for custodial supplies. The supply budget has been significantly cut since the 2000 operating budget. At South we have become very depended upon the fundraising efforts of the PTO, which now total \$31,600.00, a necessity when the operating budget cut occurred.

Doherty - Access to an increasingly limited amount of money, which means:

- . Can only purchase classroom set of graphing calculators
- . Not able to order supplemental materials in Math
- . Funds for teachers for conferences is very limited
- Purchase used furniture for the café
- . Scavenge furniture to be thrown out from central administration & other schools

Question 7 - Trend Analysis (Custodial Overtime)

Please provide an analysis of custodial overtime, from FY 2003 to present, and comment on the reasons for changes.

Custodian Overtime Snapshot

- a) General Fund ~ \$1500 per custodian (~ \$55,000 to \$75,000 per year)
- b) Non-General Fund ~ \$2300 per custodian (~ \$100,000 per year)
- c) Non-General Fund ~ 75% from Athletics, DCS and Outside Activities

Custodial Overtime Non-General Fund	Actual FY04	Actual FY05	YTD FY06
Athletics	16,316	22,149	11,025
Ex-Curricular		150	
PE Revolving		234	
Collins Center	35,596	37,586	9,582
Outside Activities/DCS	56,936	40,841	21,558
Total	108,848	100,960	42,165

Question 7 – Trend Analysis (Assistants)

Please provide an analysis of assistant FTE levels, from FY 2003 to present, and comment on the reasons for changes.

Assistants – FY07 assistant FTEs will be 1.2 greater than in FY05 (123.4 FTEs vs. 122.2 FTEs).

		FY03 FTE	FY04 FTE	FY05 FTE	FY06 FTE	FY06 FTE	FY07 FTE
		Actual	Actual	Actual	5/1 Budget	Projected	Prelim.
Elementary	Regular Ed.	39.54	29.12	30.46	30.46	28.52	28.52
		39.54	29.12	30.46	30.46	28.52	28.52
Elementary*	Special Ed.	44.47	51.59	60.57	65.57	66.66	63.06
Middle School	Special Ed.	17.93	22.59	23.60	23.60	24.83	23.40
High School	Special Ed.	4.80	4.80	4.60	4.60	5.00	4.64
		67.20	78.98	88.77	93.77	96.49	91.10
Elementary*	504 Program	2.71	2.00	2.02	2.02	2.86	2.86
Middle School	504 Program	0.00	0.00	1.00	1.00	0.93	0.93
		2.71	2.00	3.02	3.02	3.79	3.79
	Total	109.45	110.10	122.25	127.25	128.80	123.41
* Includes System staff				↑			↑

Question 7 – Trend Analyses (Substitute Teachers)

Please provide an analysis of substitute costs, from FY 2003 to present, and comment on changes.

Substitutes – Cost has remained constant for about three years (FY04-FY06 proj.); \$380,000 to \$410,000.

Subs. Budget/Expenses	Actual FY03	Actual FY04	Actual FY05	Proj. FY06	Budget FY07
Teachers					
Sick/Personal/Other	358,020	267,790	274,438	313,898	
Professional Development	31,989	30,481	40,494	28,828	
Total	390,009	298,271	314,932	342,726	
Assistants Subs*	64,956	83,962	82,796	65,461	
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Grand Total Subs Expense	454,965	382,233	397,728	408,187	
Sub days at 65 per day	6,999	5,881	6,119	6,280	
Subs./Day	39	33	34	35	
Budget					
Sick/Personal/Other	306,343	307,000	393,800	340,000	363,000
Professional Development	65,385	36,928	36,928	28,828	28,828
Grand Total Subs. Budget	371,728	343,928	430,728	368,828	391,828
* Some assistant subs fill vacancies; some absences are the result of assistants filling in for teachers.					

Question 7 Background – What is the Role of General Education Assistants?

Each school has a minimal amount of regular education assistant FTE and varying amounts of special education assistant FTE depending on the need at each school. The major responsibilities of assistants are:

- 1. Assist pupils in securing appropriate lessons, skill sheets and procedures.**
- 2. Assist teachers with clerical tasks such as correcting tests, recording results, xeroxing and maintenance of student records.**
- 3. Administer or help administer district assessments.**
- 4. Under the teacher's direction, teach individual or small group lessons using teacher prepared materials.**
- 5. Help students learn how to assess and record their work.**
- 6. Under the teacher's direction, secure classroom provisions and/or make appropriate learning materials.**
- 7. Enforce school rules and regulations and handle disciplinary problems fairly and firmly reporting serious infractions to classroom teacher and /or building administration.**
- 8. Supervise students during morning arrivals, recesses, lunch hour shift, lunch, recess and student departures.**

Question 8 – Expense Budgets

Please explain the reasons for increases.

Legal - Expenses greater than \$100,000 since FY00.

- a) Three year average = \$174,000.**
- b) New law firm and increased management of legal services**
- c) \$150,000 could be sufficient in FY07.**

Supervisors – Increase due to Out of District Coordinator

- a) Third year of contract: \$24,231 General Fund; \$39,905 SPED grant.**
- b) FY05: funded with budgeted salary funds, as this function was handled by employee**
- c) FY06: the general fund portion omitted in error**
- d) FY07: included in the budget**

Professional Development –\$15,000 increase due to transfer

- a) Professional development software expense**
- b) Moved from Information Services to Professional Development**

Question 8 – Expense Budgets (continued)

Please explain the reasons for increases.

Transportation – Year Three of Contract: \$105,380 increase

- a) No contingency for additional buses (\$41,000 each)
- b) Additional \$20,000 in bus pass revenue.

Athletics – Net increase in expenses of \$37,000.

- a) Higher cost of transportation and ice/ski facilities
- b) Increases for officials and other expenses
- c) Fee revenue has been increased by \$30,000
- d) Cushion from revolving fund balances no longer available.

Fixed Charges – Medicare tax was understated for FY06 in error.

- a) 1.45% payroll tax if hired after 4/1/86
- b) FY03 actual \$399,039
- c) FY04 actual \$422,359
- d) FY05 actual \$451,205
- e) FY06 projected \$528,216 (includes cost of FY05 retro pay increases)
- f) FY07 projected \$580,000

Question 9 - High School Class Size

Please summarize the impact of increasing enrollment, space constraints and changing class size distribution.

Prior to three years ago, the high school regarded a class enrollment target as twenty-five students as being an upper limit to be observed in Math, English, Social Studies and World Language, and was able to do so. Currently we observe an upper limit of twenty-nine. Class size by number of sections is as follows in these four areas:

<u>Subject</u>	<u>Total Sections</u>	<u>Number of Sections Greater Than 25</u>
English	89	24
Math	98	44
Social Studies	80	43
World Language	69	28

In science, the high school has always tried to observe a class size limit of twenty-four because of lab lessons. Currently, nineteen of 111 total sections are in excess of twenty-four.

In art, the high school tried to keep maximum class size to twenty. Currently, every section (42) is above that number; half are at twenty-four.

In health, of the thirty-nine sections, twenty-five are at twenty-six or greater. Twelve sections are at the maximum of twenty-nine.

In physical education, of the sixty-one sections, fifty-six are greater than twenty-five students. Forty-three of them are at twenty-nine or greater.

Question 10 – SPED position requests

Question: Do we need to fund the SPED positions requested in the elementary schools budget request? Normally we have stated that we have to fund all SPED positions. Explain their importance.

It should be noted that each of the following elementary SPED staffing requests was identified as essential to meet the academic achievement, social/emotional, or health and safety needs of students by their individual School Council and are detailed in the Elementary Level School Improvement Plan for 2006. The varying requests reflect the unique needs of each school and their student population.

Question 10 – SPED Position Requests

Bancroft School - Additional 0.2 FTE Adjustment Counselor
(Increase from 0.8 to 1.0 FTE)

- ***Present staffing levels are inadequate to meet the intensive (sometimes explosive) and immediate student intervention, counseling, and teacher consultation needs of the building.***
- ***The unique open architecture of the building further exacerbates the need for immediate interventions and follow-up when necessary to minimize any disruption and interruption of the learning process in surrounding classrooms and throughout the building.***

High Plain School - Additional 0.2 FTE Education Team Facilitator
(Increase from 0.6 to 0.8 FTE)

- ***Present staffing is inadequate to manage the extensive caseload of the ETF and effectively support the diverse service needs of students and their families. The caseload is the second highest of the elementary schools. The ETF is responsible for coordinating the Child Study Team, eligibility testing, parent notification/communication, and guiding the i.e.p. process to comply with all state and federal guidelines.***

The ETF also provides extensive professional development and mentoring for special education staff regarding appropriate instructional strategies, behavior management plans and assistive technology/software.

Question 10 – SPED Position Requests

Sanborn School - Additional 0.3 FTE School Adjustment Counselor (Increase 0.5 to 0.8 FTE)

- *Present staffing does not provide adequate coverage for student crisis management as the counselor is only in the building for half of each school day. The existing schedule only provides time for regularly scheduled counseling sessions. Crisis occurring outside this schedule must generally be handled by the principal.*
- *The current counseling schedule minimizes the amount of time that can be spent in a preventive role. Trained in the Open Circle Social Competency Program, the school adjustment counselor should be able to support the efforts of both regular and SPED staff to provide behavioral interventions in the classroom and playground.*

Shawsheen School – New 1.0 FTE Special Education Teacher (Add a new 1.0 FTE SPED Teacher)

- *A full time special education teacher is needed to work with the growing (and highest of the elementary schools) percentage of students on individual educational plans. They would serve as a liaison between teachers and students. This teacher would provide specialized instruction and consultation for special needs students referred to Shawsheen from various sources for its smaller and nurturing environment.*
- *This teacher is needed to work with classroom teachers to support the integration of curriculum throughout the day and meet any specialized instructional needs detailed in the I.E.P.*

Question 10 – SPED Position Requests

South School – New 1.0 FTE Registered Nurse
(Add a new 1.0 FTE RN)

- ***South School has a dramatically elevated population of students requiring medication administration and scheduled medications. This number is more than double of any other elementary school (600+ doses versus 250 for the next highest dosing school). In addition, there are twice as many students requiring daily monitoring for diabetes.***

This significantly high number of student health needs makes it a necessity to have the presence of an RN on a daily basis for health and safety reasons.

Question 10 – Rebuilding and Advancing Plan

Shawsheen has 17.9% Sped population (highest among the elementary schools) and has no full time Sped teacher to be the liaison between teachers and students.

The school does have a .8 teacher who has a full schedule teaching reading and writing to first and second graders with learning disabilities.

There is no one to give specialized instruction or consultation to the children who have come to Shawsheen because it is ‘smaller, nurturing, and everyone gets to know your child’. Shawsheen has been recommended for these students from various sources.

Shawsheen has part time: counselor, speech therapist, learning specialist, learning disability tutor. It is hard to meet the needs, which include:

- One regular full day K class with 7 children diagnosed with PDD and one Sped shared assistant.**
- Another first grade class with a child that was at New England Center for Children**
- Another first grade with a child that was in a residential program with a shared assistant.**

None of our students have a 1:1 assistant.

Question 11 – Contingency Planning – Impact of Closing Shawsheen

“HOME” SCHOOLS OF THE 250 SHAWSHEEN STUDENTS

<u>WEST ELEMENTARY</u>	
PRESCHOOL	32
KINDERGARTEN	52
GRADE 1	51
GRADE 2	<u>39</u>
TOTAL:	174
<u>SOUTH SCHOOL</u>	
PRESCHOOL	9
KINDERGARTEN	1
GRADE 1	1
GRADE 2	<u>3</u>
TOTAL:	14
<u>SANBORN SCHOOL</u>	
PRESCHOOL	2
KINDERGARTEN	2
GRADE 1	1
GRADE 2	<u>1</u>
TOTAL:	6
<u>BANCROFT SCHOOL</u>	
PRESCHOOL	14
KINDERGARTEN	3
GRADE 1	6
GRADE 2	<u>3</u>
TOTAL:	26
<u>HIGH PLAIN SCHOOL</u>	
PRESCHOOL	17
KINDERGARTEN	8
GRADE 1	2
GRADE 2	<u>3</u>
TOTAL:	30

Question 11 – Shawsheen Closure: Impact on Other School Class Size

IMPACT OF CLOSING SHAWSHEEN AND INCREASING CLASS SIZE - 2006-07					
School Committee Class Size Policy:					
Grades 1 & 2 Range 19-27 - Midpoint 23					
Grades 3 - 5 Range 21-29 - Midpoint 25					
SCHOOL	GRADE ONE	GRADE TWO	GRADE 3	GRADE 4	GRADE 5
BANCROFT	83 (80 +3)	94 (88 + 6)	81 (78 + 3)	73	86
Existing Staffing	4/20.8	4/23.5	3/27.0	4/18.3	4/21.5
	3/27.6	3/31.3		3/24.3	3/28.7
				2/36.5	
HIGH PLAIN	83(75 + 8)	85 (83 + 20)	88 (85 + 3)	104	96
Existing Staffing	4/20.8	4/21.25	5/17.6	4/26.0	5/19.2
	3/27.7	3/28.3	4/22.0	3/34.7	4/24.0
			3/29.3		3/32.0
SANBORN	57 (55 +2)	58 (57 +1)	62 (61 +1)	49	65
Existing Staffing	3/19.0	3/19.3	3/20.7	3/16.3	3/21.7
	2/28.5	2/29.0	2/31.0	2/24.5	2/32.5
SOUTH	82 (81 +1)	87 (86 +1)	112 (109 +3)	91	86
Existing Staffing	4/20.5	5/17.4	4/28.0	4/22.8	5/17.2
	3/27.3	4/21.8	3/37.3	3/30.3	4/21.5
		3/29.0			3/28.7
WEST	142 (90 + 52)	151 (101 +51)	156 (117 +39)	141	133
Existing Staffing	5/28.4	4/37.8	6/26.0	6/23.5	6/22.2
	6/23.7	5/30.2	5/31.2	5/28.2	5/26.6
	7/20.3	6/25.2		4/35.7	4/33.3
		7/21.6			
RED: Eliminated in current budget					
YELLOW: Ratios are above the midpoint of School Committee Policy					
BLUE: Ratios are beyond the current School Committee Policy					

Question 11 – Impact of Closing Shawsheen School

In the event we are forced to cut teachers/assistants, should we reexamine the issue of closing Shawsheen to save both administrative and building costs? What would be the impact of transferring students to their neighborhood schools? The chart on the previous page shows staffing options and the resulting pupil/teacher ratios should the committee choose to reduce the number of elementary teachers:

- 1. Higher class sizes will need to be employed to create the additional classroom spaces needed to house the Shawsheen students.**
- 2. This option would have to be pursued in conjunction with the elimination of All Day Kindergarten, which would also free up additional classroom spaces.**
- 3. Increasing class sizes at the elementary level is contrary to the results of any or all parent surveys and forums conducted since the creation of School Councils under Education Reform. The most important value for elementary parents has consistently been low class size.**
- 4. Elementary principals are unanimously opposed to the elimination of the All Day Kindergarten Program.**
- 5. Elementary principals are unanimously opposed to the increase of class sizes beyond the midpoint of the School Committee policy.**
- 6. The closing of Shawsheen Elementary now means that these large classes will continue to exist for the foreseeable future. Once Shawsheen has been closed the building can not be reopened unless it is renovated to meet all of the existing codes.**
- 7. Closing Shawsheen would be the last option considered by elementary principals to eliminate the budget gap.**

Question 12 – Miscellaneous

How can the 20.5 FTE change be explained? How was it funded?

FTE Change – Increase from 732.84 to 753.3. The 20.5 FTE change can be attributed to:

- a) 8.65 teachers for rebuilding
- b) 6.0 high school teachers filled by permanent staff instead of \$4,000 per course staff
- c) 2.1 elementary teachers due to enrollment increases
- d) 1.42 positions due to previously uncounted staff
- e) 1.43 net impact of fractional FTE changes systemwide
- f) 0.86 aide added on an emergency basis in mid-year

The **rebuilding positions** were funded and approved in the updated FY06 budget.

The six **high school teacher positions** were filled with already hired teachers.

The **elementary school teachers** were approved by the School Committee as 1.5 classroom teachers with .6 FTEs for “specials’ classes followed the hiring of the 1.5 teachers.

The **previously uncounted staff** were added to the FTE total.

The **fractional changes** totaling 1.43 FTEs involved many positions.

An **aide** was added in mid-FY06 on an emergency basis.

Funding sources: approved budget, transfers within the budget, and supplemental appropriation.

Question 12 – Miscellaneous (Continued)

Student Activities Salary – Please explain the increase of \$33,123?

- a) Restores teacher club stipends to the budget
- b) Eliminates reliance on fundraising

Transportation – What is the net budget cost of bus service FY03 through FY07 (projected)?

a) FY03	\$1,111,715
b) FY04	\$ 968,588
c) FY05	\$ 854,285
d) FY06 (est.)	\$ 993,860
e) FY07 (proj.)	\$1,099,240

Bus Fee Revenue vs. Average Cost per Student? – Budget of \$1.4 m; ~ 4500 student riders

- a) average cost ~ \$ 311 per student.
- b) non-discounted bus pass fee = \$ 300.

Question 12 – Miscellaneous (Continued)

Can the School Department consider the consolidation/outsourcing of services?

- a) Willing to discuss school/municipal consolidation or outsourcing.**
- b) Creates some efficiency opportunities.**
- c) Requires resolution of supervision, pay scales, collective bargaining issues.**
- d) May be legal issues to be resolved.**

Can the School Department pursue more operating efficiencies?

- a) Personnel reductions plus new job requirements have increased the work demands.**
- b) Productivity improvement presents the greatest opportunities.**
- c) Work processes and equipment can be re-evaluated.**
- d) Technology applications may also present efficiencies.**

Please explain how the Food Service Program supports the utility budget?

- a) Planning to charge \$50,000 in utility costs to the food service in FY06.**
- b) May re-evaluate if energy prices and fuel consumption decline significantly,**
- c) May revise if depending on year end budget status.**

Question 12 – (Health Insurance Participation by Employee Group and FTE Status)

Employee Group	Full-Time Health Ins. % Partic.			Part-Time Health Ins. % Partic.		
Teachers	478	369	77%	56	25	45%
Contractual/Non-Affiliated	18	14	78%	2	2	100%
Administrators	18	14	78%	0	0	#DIV/0!
RNs	3	3	100%	2	0	0%
Custodians	41	35	85%	3	1	33%
Secretaries	29	19	66%	4	0	0%
Assistants	45	29	64%	167	87	52%
LPNs	5	4	80%	1	1	100%
Independents	20	14	70%	4	3	75%
Food Service	9	3	33%	40	8	20%
Crossing Guards	7	4	57%	5	2	40%
Total	673	508	75%	284	129	45%
Notes						
(1) Counts are reliable but not exact.						
(2) Some employees belong to two groups.						
(3) The definition of full-time varies among groups.						
(4) Includes employees paid from all revenue sources, not just the General Fund.						
(5) Totals may not tie back precisely to the school budget document.						
(6) Some employees receive health insurance from their Andover employee spouse.						
(7) Some part-time employees are not eligible for health insurance.						